

GRADE ONE

Families Here and Across the World

Standard 1-6: The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.

1-6.3: Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P)

Taxonomy Level: A 1 Remembering/ Factual Knowledge

Previous/future knowledge:

In Kindergarten (K-6.1) students classified several community businesses according to the goods and services they provide. In second grade (2-5.3) students will recognize that people's choices about what they buy will determine what goods and services are produced. While in third grade (3-4.5, 3-5.5) students will summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina and explain the effects of the Great Depression and the New Deal on daily life in South Carolina. In fourth grade (4-3.6, 4-5.6) students will compare the daily lives and roles of diverse groups of Americans during and after the Revolutionary War and the experiences of different groups who migrated and settled in the West, including the cooperation and conflict between and among the different groups, and the nature of their daily lives. Later in elementary school (5-3.4) students will summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the cultural and economic contributions they made to this nation.

In sixth grade (6-1.5) students will explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. In seventh grade (7-7.4, 7-7.5) students will summarize global efforts to advance human rights and compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular religions. In eighth grade (8-1.6) students will explain how South Carolinians used natural, human, and political resources to gain economic prosperity. Also in eighth grade (8-3.6, 8-4.2) students will compare the effects of the Civil War on daily life in South Carolina, and summarize Reconstruction in South Carolina and its effects on daily life in South Carolina.

Global Studies (GS-1.2, GS-1.3) students will summarize the essential characteristics of Roman civilization and explain their impact today and explain the rise and growth of Christianity during the classical era, including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics. In United State History (USHC-3.3) students will compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. Also in U.S. History (USHC-5.4) students will analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest.

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In High School Economics (ECON-1.1, ECON-1.2) students will illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations and explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis. Also in Economics (ECON-4.1) students will summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.

It is essential for students to know individuals and communities use productive resources to meet their needs and wants. Students must understand that their needs and wants are met with goods and services. It is also important for students to understand how businesses also use productive resources to produce goods and service and to meet the wants and needs of the community. It is essential for students to understand that it is through the interaction of individuals, families, and businesses that communities decide how and what to produce for their society.

It is not essential for students to know the different forms of businesses and the advantages and disadvantages of each form of business. Students do not need to be able to provide examples of productive resources. It is also not essential for students to be able to identify the resources necessary in the production of a good or service.

Assessment guidelines:

One objective of this indicator is to *identify* the ways families and communities cooperate and compromise with each other; therefore, the primary focus of assessment should be to *recognize* how individual and community needs and wants are met. Appropriate assessment would also require students to *explain* the *cause-and-effect* relationship between goods and services production and the needs and wants of individuals and communities.